

# 2023

## Annual Report to the School Community



**Monivae**  
College Hamilton

### Monivae College

133 Ballarat Road, HAMILTON 3300

Principal: Jonathan Rowe

Web: [www.monivae.com](http://www.monivae.com)

Registration: 1528, E Number: E2054

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## Principal's Attestation

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I, Jonathan Rowe, attest that Monivae College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2024

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## About this report

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Monivae College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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It is my pleasure to Chair and lead the Monivae College Board. I, and my Board Colleagues, are fully committed to meeting the MSC Philosophy and Vision through our role on the Board, with each Board member having their own personal connection to the College.

I confirm that the Monivae College Board has met its obligations for the year with a clear emphasis on ensuring our governance and obligations under law are fully understood and discharged.

To assist in meeting these requirements, the Board received the presentation on the “Legal Obligations for Board Members” from DXC Technology with 4 Board members also completing the Director’s Short Course offered by the Australian Institute of Company Directors. It is noted there was no requirement for any advice on Canon Law throughout the 2023 year, with the College having a strong relationship with the Ballarat Diocesan Education Office if any assistance is required with same.

The 2023 year saw the Board continue to work towards assisting the College meeting its Vision and Mission Statements in line with our Strategic Intent Directions which include:

- The strengthening of the Catholic and MSC character of the school,
- The development and implementing of a classroom and education environment for the 2025 Monivae student,
- The building of an engaged, skillful; and resourceful staff cohort,
- The enhancement of our student wellbeing strategy noting that the Student Wellbeing department flourished in 2023 - the College’s ability to support and manage our vulnerable students is a position the Board has fully supported by approving an increase in staffing and resources into this important department of our College,
- The continued road to environmental sustainability with the approval of solar panels to reduce our carbon footprint and
- The growing and maintaining of our student enrolments.

The Board received presentations directly from the College Faculty Leaders on the developments and challenges in their respective curriculum areas and this enabled the Board to understand what was required to assist them to meet these Strategic outcomes.

The very strong relationship held with the local parish priest and feeder Primary Schools continued in 2023 with several joint Liturgies and significant Catholic milestone days shared.

Whilst there was no Board Spiritual Formation completed during the 2023 year, outside of the usual meetings, several members of the Board attended Sacred events of the College throughout the year.

As indicated in the financial results presented for the year, the College is in a very sound financial position and has allowed the College to expand its curriculum offerings and facilities to be the envy of schools in the district. The Board continues to approve sufficient funding in its annual budget to assist those families in financial need to enable their children to receive the benefit of an MSC Education.

Whilst the year was a success, we still face the real dilemma of recruiting additional staff to continue to provide a large range of pathways and the College Board are working towards options to assist the school in their recruiting endeavors to ensure these educational outcomes are achieved.

I take this opportunity to thank Jonathan and his leadership team for the wonderful work completed.

James MacKenzie

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## Vision and Mission

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### **Vision**

Monivae College is a Catholic secondary co-educational and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and spirituality of the Missionaries of the Sacred Heart, students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement and faith.

### **Mission**

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion. Ours is a proactive and future focused educational environment which embraces and engages with the world.

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## College Overview

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Monivae College was founded at Hamilton, Victoria in 1954. Situated 286 kilometres from Melbourne, Hamilton provides a healthy and safe environment, offering the benefits of an established urban centre combined with a more relaxed secured country lifestyle. With its present environment of 585 students, including 30 boarders, the College has grown remarkably since its inception in 1954. Monivae is a progressive Catholic Secondary College, with a dynamic curriculum and a clear vision of its future. An ongoing capital works program has seen significant development in College facilities over the years.

Monivae College is proud of its extensive curriculum and co-curricular programs and its excellent educational and sporting facilities. These include a cricket centre, double stadium, heated swimming pool, performing arts centre, heated undercover students recreation area, girls and boys on-campus boarding facilities, school-wide wireless computer network and beautiful campus and grounds.

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## Principal's Report

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Our theme “Be the Spirit you want to see in 2023” was an invitation to the Monivae community to live out our MSC values. Values of love for all, courtesy, kindness, care for the disadvantaged and marginalised, compassion and a call to action through our Social Justice initiatives. At school, our students often refer to this as our “Heart Spirituality”.

The year has been an exciting one and, as most schools are nowadays, a busy one, full of learning and academic achievement, sporting opportunities and a celebration of our Catholic identity and MSC community.

The College appointed a number of key staff this year to meet the needs of our growing community. The Director of Student Wellbeing (Kate Couchman) and Director of Students (Katee Mitchell) were newly developed roles to support an increase in student wellbeing needs. Additional staff were appointed in the wellbeing area to provide further support and services. Benjamin White took up the role of Director Learning & Teaching and I appointed a new Indigenous Coordinator (Colleen Page) in a full-time capacity to support our remote and local Indigenous students. I would like to acknowledge and thank Liz Myers for the many years (over 20 years) of involvement in the College Indigenous program.

Each year I join our new Year 7’s at their camp in Port Fairy. They experienced some rather cold and wet conditions however, despite this, they remained cheerful and enthusiastic. It is a great opportunity for students to establish new friendships early in the year. Many of our Year 7 students travel from small primary schools across the district (over 25 different schools) and it can often be a little daunting.

The Year 12’s headed off to their 3-day retreat at Halls Gap. The conditions were also inclement however, they were mostly inside for their activities. Fr Bob Irwin msc was able to join them for the three days which was greatly received by all.

The Provincial, Fr Chris McPhee, presided over our Opening Mass. We were grateful Fr Chris could find the time in his extremely busy schedule to make his way to Monivae. This was a lovely celebration for our Monivae community as well as the primary students from St Mary’s Hamilton, St Joseph’s Peshurst and St Joseph’s Coleraine.

One of the most difficult and challenging times for a principal and a community is when a student dies in tragic circumstances or through natural causes. The death of Joshua Elmes, Year 10, in tragic circumstances, required the love and support of many. The staff and students at Monivae wrapped their arms around Josh’s family, demonstrating their extraordinary care as an MSC community. Joshua was a well-loved member of our MSC community and will always be remembered.



This was the first full year of the newly introduced Monivae College Sports Academy (MCSA) from Years 7-10. Specialist coaches in Basketball, Cricket, Netball, AFL and Swimming have provided the highest level of coaching in the district, many having coached or competed at the very highest level. Student interest and participation in this program is high and is expected to grow over the coming years.

To complement the introduction of the MCSA, a new sports uniform was designed. The sports top was introduced to students in Term 4 and other garments, such as branded leggings, will be available in 2024.

The Cadet Bivouac and May Cadet Camp was a particularly good opportunity for our cadet leaders and new Year 8 cadets to experience numerous activities throughout the week including firefighting, abseiling, bush craft, comms and obstacle courses. It was a little wet and cold at times however, they seemed to manage these conditions well. Fr Paddy Mugavin conducted Mass on the Wednesday night which is a great tradition. The camp was well supported by all of our teaching staff, and I am grateful to them for their support.

What is arguably the biggest event in the school calendar, the Year 11 Presentation Ball, was held at the end of Term 1. This year, new dance instructors, Trevor and Sarah Ellington, provided a refreshing and unique approach to the students' dancing. It is one of the best I have witnessed in many years and our students appeared more relaxed and joyful throughout the night. I thank Mr Terry Molan, special guest and current teacher, for his involvement and the many parents and staff who supported this event.

In Term 3 I took leave to be with my ailing father and to concentrate on my spiritual formation. This formation consisted of a three-week pilgrimage of the "Holy Land", in particular Israel and Jordan, visiting the sites where Jesus lived and preached. Pilgrimage is very different to being a tourist. It requires three elements -sacred stories, places and spirituality. As a pilgrim in the Holy Land, I knew the stories of the bible -stories of Moses and the Israelites, and the Gospel stories of Jesus, his life and his death. Being in Israel gave me an understanding of place and how hard it would have been to live in that time. Most of Israel's landscape is desert, the temperature is hot and it's extremely hilly. It wouldn't have been easy to walk from one town to another let alone survive on a day-to-day basis. Finally, you need an element of spirituality which in its simplest form encompasses love, compassion, a connection to something bigger than ourselves, a religious experience.

What I realised is that you don't have to travel overseas to be a pilgrim. Every year my family travel to Echuca in the summer break. And when I think about it, it has all of the elements of pilgrimage. Sacred stories, place and spirituality. Our sacred stories are the moments we spend together, particularly when we are skiing on the Murray River. The achievements when we master a trick, the stacks that take your breath away, the lunch we share together in the baking sun, the Spotify playlists we blast out. We travel specifically to Echuca for the river. It is our place. And we do it year upon year. One of our favourite moments is late in the afternoon, the river has quietened down, and we turn off the boat engine and all jump into the

warm water. We float around the boat letting the current take us on a gentle path. Everything is quiet and still. You can hear the soft lapping of water on the hull and the screech of cockies overhead. It is a special moment. A spiritual moment where we slow down and reconnect with nature and our environment.

I give thanks to the staff who have contributed significantly to the College and particularly our students. Of particular note is the retirement of Mr Darren Beks, a long serving staff member and past student of Monivae. Mr Beks has held positions as Director of Students, Year 12 Coordinator, PE/Health teacher to name but a few. Mitchell Johnson, Catherine Huisman and Lyka Zarate are all moving on to new challenges and schools. I am sure they will take with them a small part of our MSC ethos and look fondly at their time at Monivae.

I would also like to acknowledge our 2023 School leaders, in particular school Captains, Clay Collins and Harrison Hein, who led the school with courage, integrity and passion. Vice Captains Charlotte Cook and Marcus Matuschka were equally instrumental in supporting the school captains and leading the school. Thank you. Student leadership is important at Monivae, it provides an opportunity for students to grow individually, have a voice and, most importantly, understand what it is to be a servant leader. A leader who thinks of others first. 2024 School Captains, Tana Nedziwe and Will McAdam exemplify this quality and I look forward to working with them. I would also like to congratulate Vice Captains Lucille Aarons and Riley Casey along with the other student leaders. I am confident they will lead the school admirably.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Catholic Identity and Mission:

Goals & Intended Outcomes

- All Leadership staff inducted and supported in MSC charism.
- The Religious Education program (New Awakenings) is relevant to students' context with appropriate academic rigor.
- A whole school plan for personal, spiritual and faith formation is developed.

### Achievements

Achievements

- 30 staff undertook formation with Chevalier Institute in 2023
- Entire Leadership team participated in a Chevalier Institute (MSC ethos) day.
- 6 staff from Faculty / YLC level completed formation.
- 13 other staff / non-teaching staff completed formation.
- 63 staff attended Staff Retreat Day

### Value Added

Value Added

- Student Retreat / Reflection days were run across all year levels (Year 7,8,11 & 12 run by Director of Faith and Mission with assistance from internal staff, Year 9 & 10 external by providers.)
- 10 Masses / liturgies where student volunteers are sought and participate, including Opening Mass, Sacred Heart Day Mass, Reconciliation Week Mass, Catholic Education Week Mass, Stations of the Cross, and Resurrection liturgies.

- Students provided opportunities to help others: Shrove Tuesday – pancakes cooked, and funds raised donated to Caritas Australia. Year 7 camp liturgy – where Year 11 student leaders run an introductory liturgy for the Year 7 students. Fundraising BBQ for Caritas and Project Compassion World's Greatest Shave – Student participation.

St Vincent De Paul winter appeal, which includes both financial donations and donations of Tins of food for our local St Vincent de Paul branch, feeding needy families in the community.

Uniting Church lunches – providing meals and serving the local community members lunches once a month.

Mission Fair Day – Each student participating in activities that educate and provide funds for the MSC Missions Office. All these funds are distributed by the Office in a way they deem most necessary.

Sacred Heart Day, where the Spirituality of the College is celebrated in a fun filled day full of liturgy, concert, and celebration.

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## Learning and Teaching

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### Goals & Intended Outcomes

In 2023, Monivae College made significant progress towards achieving its learning and teaching goals, as outlined and endorsed during the recent School Improvement Framework inquiry process. This work is ongoing as we turn towards developing a framework for differentiated instruction, conducting a thorough revision of unit plans, and establishing a platform for cross-curricular collaboration among teachers.

Professional development sessions were held with faculty leaders to equip them and their teams with effective strategies for differentiation. This learning was focussed on the integration of the Intellischool Analytics platform into the learning and teaching cycle, enabling teachers to make data-driven decisions to support student learning and achievement.

### Achievements

We continued our partnership with the University of Melbourne and their New Metrics research project. The New Metrics project explores innovative ways to teach and assess the complex competencies. This collaboration aims to address the limitations of traditional assessment methods, which often fail to capture the 'whole person'. We look forward to continuing this journey with the University of Melbourne and discovering ways to leverage this learning to better equip our graduates for an increasingly uncertain world.

Targeted literacy and numeracy intervention programs were continued for students requiring additional support, with QuickSmart Literacy and Numeracy yielding positive effect sizes of 2.40 and 0.44, respectively. Extension opportunities were also provided, with 41 Year 11 students accessing a Unit 3&4 subject.

NAPLAN results showed that most Year 7 students achieved in the Strong range across all test areas, with 22% Exceeding in Reading. Monivae students outperformed state and national averages in Reading, Spelling, and Numeracy. Year 9 results were more mixed, with higher proportions in the Developing range, particularly in Writing (32%) and Grammar & Punctuation (41%). Numeracy remained a strength, with 67% achieving a Strong result. Overall, 12.5% of Monivae students were in the Needs Additional Support category, slightly above the national average of 10%.

## Student Learning Outcomes

In terms of Senior Secondary outcomes, the school median study score remained steady at 27, with 3.4% of students achieving a score of 40+. Health & Human Development showed the most improvement over 5 years, while VET Sport & Recreation scored 5.5% above the state median. The school offered 24 VCE Unit 3&4 subjects, including via Distance Education, along with a range of VET options. 18 students successfully completed VCAL/ VCE-VM in 2023.

Post-school destinations data revealed that 16 out of 47 student exits in 2023 were for employment or apprenticeships, while 11 out of 18 VCE-VM graduates confirmed transitioning into an apprenticeship, further study, or employment. VCE-VM enrolments continue to grow, with 39 students anticipated for 2024.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|---|-------------------|-------------------------|-------------------|
| <b>Domain</b>   | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation   | Year 7            | 542                     | 70%               |
|   | Year 9            | 533                     | 45%               |
| Numeracy  | Year 7            | 551                     | 82%               |
|   | Year 9            | 574                     | 75%               |
| Reading   | Year 7            | 551                     | 82%               |
|   | Year 9            | 565                     | 66%               |
| Spelling  | Year 7            | 543                     | 76%               |
|   | Year 9            | 548                     | 63%               |
| Writing   | Year 7            | 539                     | 69%               |
|   | Year 9            | 551                     | 56%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| <b>Senior Secondary Outcomes</b>                  |         |
|---|---------|
| VCE Median Score                                  | 27      |
| VCE Completion Rate (includes VCE VM completions) | 100.00% |
| VCAL Completion Rate (VCAL Intermediate)          | *       |

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

| <b>Post-School Destinations as at 2023</b>   |   |
|--|---|
| Tertiary Study   | * |
| TAFE / VET   | * |
| Apprenticeship / Traineeship   | * |
| Deferred   | * |
| Employment   | * |
| Other - The category of Other includes both students Looking for Work and those classed as Other | * |

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

\* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

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## Student Wellbeing

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### Goals & Intended Outcomes

GOAL 1: Wellbeing programs: Embedding external programs across the schools and prioritising wellbeing curriculum and staff upskilling to develop a consistent and sequenced approach to wellbeing.

GOAL 2: Student Voice: Maintenance of a safe learning environment evidenced by focusing on a culture of learning and academic achievement in conjunction with student voice across all year levels in the school.

GOAL 3: Behavioural management: Clarity of behavioural expectations and consequences for staff and students. Implementing a student behavioural procedure with clear levels around behaviour and consequences

### Achievements

Activities which promote wellbeing and connection:

- Wellbeing Hub established in 2023. Currently 5 staff: 3 full time, 2 part time including: 3 Student Counsellors, one Social Worker.
- Standing Tall in Hamilton- School Based Mentoring Program- currently 11 students are engaged in this weekly program.
- School Leadership Group
- Sport and other activities at lunchtime to engage students
- New Wellbeing Program Room
- Participation in events such as RUOK Day? Reconciliation Week, IDAHOBIT Day.
- Library based activities for all students at recess and lunchtime every day which are well attended and provide a supportive environment.
- Live4Life Crew and Live4Life Teen Mental Health First Aid (all year 8 and 10 students)

Pastoral Care Program (PCP) and Programs relating to respect, resilience, school values:

- Newly designed and implemented Scope & Sequence for whole-school (Year 7-12) Wellbeing Program.



- External facilitators delivering quality Wellbeing programs: eg- MELI- Gaming and Gambling Workshops, Western District Health Service Sexuality Roadshow presentations, Emma House- healthy relationships, technology, and image-based abuse.
- Continued implementation of Resilience, Rights & Respectful Relationships (RRRR) program.
- Year 9 & 10 Wellbeing Days: The Man Cave & Flourish Journey

Positive learning habits:

- Focus on resilience, growth mindset, character strengths, communication skills, goal setting, teamwork in PCP program Scope and Sequence
- Health and Physical Education Classes- delivery of explicit material on positive learning habits.

The ongoing implementation and review of Child Safe strategies:

- Annual review and Child Safety modules completed by staff
- Mandatory Reporting Guidelines training
- MARAM – Family Violence Multi-Agency Risk Assessment and Management Framework training completed by Wellbeing staff.

Strategies addressing the principle on inclusion:

- Appointment of an Indigenous Coordinator to provide support for local and remote community Indigenous students.
- Australians Together- Building Confidence Workshops (First Nations Cultural Training for all Staff).
- Minus 18- LGBTQIA+ and Transgender Inclusion training for all staff.
- Youth Mental Health First Aid training for staff.

Engagement of families and communities in promoting child safety:

- Regular newsletter communication with families with topics of interest and Child Safety information such as Child Safe Standards.

- Youth Mental Health First Aid training offered to Monivae families.
- Lookout- Out of Home Training for Wellbeing Staff

## **Value Added**

Value Added:

- Student Leadership Group
- Future Leaders Program and GRIP Leadership program for students
- Vast array of extra-curricular sporting programs and opportunities
- Sports Academy- Year 7-10 (Elective)
- Health and Wellbeing external facilitators eg, Man Cave, WDHS, Flourish Journey.
- Australian Army Cadets (Year 8 compulsory, Year 9-12 leadership optional)
- Camps at every year level, excursions, and incursions
- Digital Technology classes and
- Music classes and individual lessons, choir, and musical opportunities

## **Student Satisfaction**

- According to the CHECCS Data (2022), there are high levels of student satisfaction about coming to school. They feel positive at school and happy to come to school (87% favourable responses).
- There were similarly strong responses around school connectedness; students felt that they belonged (82.5% fav.) and low levels of bullying or anti-social behaviours impacting students (90% fav. – less than 10% unfavourable responses).

## **Student Attendance**

Non-attendance is managed by the school in several ways:

- Text messages are sent to families of students that are marked absent
- Families can enter student absences on PAM- Parent Access Module
- Attendance is monitored on a weekly basis by Wellbeing Hub Staff member

- Year Level Coordinators will follow up with families where absences are unknown, or no explanation has been given.
- Phone calls are made home to families of students with consecutive days of absence without reason.
- Student and family support offered through Wellbeing Hub to provide school attendance strategies to families.
- Navigator referral (Department of Education) for any students who fall below 30% school attendance.

| <b>Years 9 - 12 Student Retention Rate</b> |       |
|--|-------|
| Years 9 to 12 Student Retention Rate       | 83.0% |

| <b>Average Student Attendance Rate by Year Level</b> |       |
|--|-------|
| Y07  | 90.8% |
| Y08  | 89.2% |
| Y09  | 87.2% |
| Y10  | 86.9% |
| Overall average attendance                           | 88.5% |

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## Leadership

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### Goals & Intended Outcomes

The College Leadership continued to focus on the main goals identified in the School Improvement Framework. Key priorities are identified by the Leadership team and staff and refined during the strategic planning stage. A focus and priority for 2023 was the planning, development and priorities list for the school improvement plan for the next five-year period. Specifically, one that develops, implements and embeds consistent practices that engage, upskill and resource our 'heart-centred' learning community. Secondly, that strengthens the catholic tradition and evolves the MSC character of the school.

### Achievements

- Expansion of curriculum pathways including Sports Academy and engagement with external agencies and coaches
- Successful School improvement validation and planning report
- Creation of community partnerships and external agencies, for example WDHS and Mancave, to foster a Well-being strategy
- Joint partnership with EC Premium a professional learning online platform
- Partnership with University Melbourne continued and expanded in the 'New Metrics'
- The Chevalier Institute again provided some excellent Formation with respect to Catholic leadership programs for our Middle leaders.
- Involvement in Improving Literacy in Secondary Years through DOBCEL.
- All Staff were provided several opportunities for spiritual formation throughout the year.
- One staff participated in a mentoring course administered by the Victorian Institute of Teaching (VIT) with a view to more teaching staff completing this training to provide greater support for graduate teachers.
- The professional learning budget continues to be generous with a particular focus on well-being, curriculum, networking across curriculums and Youth Mental Health. It was pleasing to note that most conferences, courses and meetings were conducted online allowing greater participation from the Monivae staff whilst decreasing travel costs associated with living in a regional town.

- The facilities of the College are excellent and continue to improve with the Western District Cricket Hub opening. This facility was utilised by various state teams for competitions and cricket camps.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

List a range of the Professional Learning activities that staff have undertaken in 2023.

Description of PL Curriculum:

- VCE Religious Education RASNET
- Religious Education – Development of New Awakenings Curriculum
- Religious Education – Religious Education Accreditation Program (REAP)
- Conferences (Faculty) – Chemistry, Religious Education (RASNET), Economics, Music, Mathematics, English, Health and Human Development, History, Science, Technology, Physical Education and Psychology
- Leaders of Learning – CEOB
- VCE network meetings
- STEM – Yr 7 and 8
- VET/VCAL – Train the trainer
- Canva PD, software training and design.
- VCE – English assessor
- GTV – Fieldwork planning
- Electricity
- VCAA (briefing, analysing VCE results, new study designs, oral assessor training)
- VCAA webinars study design adjustments due to COVID
- Project based learning
- VILTA Annual Conference
- National Catholic Education Conference
- Sustainable agriculture and horticultural education
- University of Melbourne 'New Metrics'

## Expenditure And Teacher Participation in Professional Learning

- Differentiating and Scaffolding Tasks for EAL Learners
- Collaborative Expertise: Greater Impact by design
- Bike qualification
- Educate Plus Conference
- Line Generation Workshop
- EduClick VCEVM
- Biliodrama

### Wellbeing:

- Youth Mental Health First Aid (YMHFA)
- Man Cave
- Addressing the masculinities
- Child Safety workshop
- Building resilience
- Children & Young People Companion Training
- Its All about Culture Conference
- Youth Aboriginal and Torres Strait Islander Mental Health First Aid
- ABSA Boarding PD
- Hamilton Family Violence and Child Wellbeing
- Orange Door
- DOBCEL seasons for life training
- Out of Home Care training

### Formation:

## **Expenditure And Teacher Participation in Professional Learning**

- Chevalier Institute
- Staff Spirituality Day
- MSC Staff Formation Network
- MSC Education committee

### Special Education:

- Understanding Autism
- CEB's new PAT resources
- Quick smart literacy
- NCCD training
- Practising Inclusion
- Smart spelling online
- Level 5 Dyscalculia

### Professional Learning:

- Provide First aid
- Rights, Resilience and Respectful Relationships (RRRR)
- IT (Data and Phone Cabling, Data and Fiber Combined Endorsement Pack)
- Google classrooms
- Emergency Management Training
- Child protection
- Occupational, Health and Safety
- Country Diocese Leadership program
- Timetable solutions



| <b>Expenditure And Teacher Participation in Professional Learning</b>   |           |
|---|-----------|
| <ul style="list-style-type: none"> <li>• VIT effective mentoring</li> <li>• Adaptive mental health through COVID -19</li> <li>• Reportable conduct update</li> <li>• EdVal Timetable solutions</li> <li>• CECV Pathways and Training</li> <li>• Crucial conversations</li> <li>• ACMI High ground professional learning</li> <li>• Optimising Reach in Boarding operations</li> <li>• High-performance mindfulness</li> <li>• Regional Women in Leadership Seminar</li> <li>• LABCON</li> </ul> |           |
| Number of teachers who participated in PL in 2023   | 70        |
| Average expenditure per teacher for PL  | \$1100.00 |

### **Teacher Satisfaction**

Staff appear to be supportive of the shared values and goals of the school and generally indicate their trust in their school leaders. This is corroborated by the aligned percentiles in the Staff Well-being, Engagement, Learning and Empathy indicators. Teachers appreciate the collegiality and time they have for curriculum planning within their faculties and believe that their curriculum documentation and assessment are clear and consistent. (SIF Survey: Interpretive Report 2023)

| <b>Teacher Qualifications</b> |       |
|-------------------------------|-------|
| Doctorate                     | 0.0%  |
| Masters                       | 14.8% |
| Graduate                      | 14.8% |
| Graduate Certificate          | 3.7%  |
| Bachelor Degree               | 59.3% |
| Advanced Diploma              | 4.9%  |
| No Qualifications Listed      | 2.5%  |

| <b>Staff Composition</b>              |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 2    |
| Teaching Staff (Headcount)            | 56   |
| Teaching Staff (FTE)                  | 49.5 |
| Non-Teaching Staff (Headcount)        | 50   |
| Non-Teaching Staff (FTE)              | 43.2 |
| Indigenous Teaching Staff (Headcount) | 2    |

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## Community Engagement

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### Goals & Intended Outcomes

The focus of the College in 2023 was increased engagement with the community and re-establishing school partnership programs (post-COVID). At this time, a further priority was clear and consistent communication with parents, guardians, students, and the wider school community, through newsletters, parent-teacher interviews, information nights and presence at community events. An increase in the use of the school App - SIMON Everywhere, has also increased our ability to engage with our community. The college also hosted several community events e.g. Business Hub breakfast.

Several of the College goals specific to staff and student formation including developing a deeper spirituality, increasing an understanding of the school's MSC Charism and integrating it into social justice practices, proved challenging.

### Achievements

The Parents and Friends group were able to deliver a very successful Presentation Ball. This continues to be a highlight of the year for many current students, parents, and alumni. It is a very positive event for students who indicate they feel more connected and engaged.

#### Value Added

- Athletics, Swimming and Cross-Country Carnivals
- Presentation Ball
- Year 7 and Year 9 Camp
- Retreats for Years 11 & 12. Year 7,8,9 and 10 Reflection Day
- Chevalier Institute Formation for staff and Douglas Park retreats.
- Opening College Mass
- Ash Wednesday Liturgy
- Year 10 Work Experience
- Cadet Camps, Thanksgiving mass and Annual Parade and Dinner

- Sacred Heart Day
- Various curriculum incursions and excursions
- Year 12 Graduation Mass and Dinner
- End of 2023 Celebration Day

### **Parent Satisfaction**

There was continuing strong support for activities such as the Year 11 Presentation Ball, and assistance at Swimming and Athletics Carnivals. The annual Thanksgiving Mass and the Cadet Parade were well attended by family and friends. There was pleasing level of engagement at Parent Teacher Interviews, curriculum information nights and subject selection. Parents were involved in completing surveys and interviews during the School Improvement Framework Review.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.monivae.com](http://www.monivae.com)